A STUDY OF SPIRITUAL INTELLIGENCE OF HIGHER SECONDARY TEACHERS WITH RESPECT TO THEIR PSYCHOLOGY WELL BEING, TEACHER EFFECTIVENESS AND PROBLEM SOLVING ABILITY

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INTRODUCTION

Education is a continuous process through which knowledge, skills, values, and attitudes are acquired, preserved, and transferred across generations. Since the earliest stages of human civilization, education has played a central role in community development. It is not confined to schools or universities but extends throughout the entire life of individuals. Education strengthens thought, develops character, unites communities, and stimulates national progress.

Many philosophers and thinkers have defined education in different ways. John Dewey (1916), a leading philosopher, described education as inseparable from life itself, emphasizing its ongoing and essential role[1]. Likewise, Swami Vivekananda (1963) highlighted education as the realization of the potential already present within individuals, stressing its lifelong and transformative nature. Thus, education is dynamic, continuous, and purposeful, beginning at birth and lasting until death[6]. Every experience, interaction, and observation contributes to learning. Above all, education is holistic, shaping intellectual, moral, emotional, physical, and spiritual aspects of human development (Bruner, 1996)[2].

The purposes of education are diverse and multidimensional. One major aim is intellectual development, fostering critical thinking, reasoning, creativity, and problem-solving. Equally important is moral and ethical development, which instills values such as honesty, compassion, respect, and integrity. Socially, education enables individuals to adapt to diverse environments, live harmoniously with others, and contribute positively to society. Additionally, education plays a role in preserving culture by passing down traditions, customs, and values from one generation to another.

The importance of education in both personal and social life cannot be overstated.. Education builds confidence, sharpens intellect, and develops character. Socially, it promotes harmony, cooperation, and tolerance. It also helps eliminate social evils such as caste discrimination, gender inequality, and superstition by encouraging rational and progressive thought. Economically, education serves as the foundation of development by creating a skilled workforce that drives industries, research, and entrepreneurship.

Education also has a multidimensional impact. Morally, it fosters honesty, empathy, and responsibility. Cognitively, it enhances analytical and reasoning abilities while imparting knowledge. Emotionally, it develops empathy, resilience, and emotional intelligence. Spiritually, education encourages peace of mind, mindfulness, and harmony with the self and the universe. When combined, these aspects contribute to the holistic development of individuals (Noddings, 2005)[4].

Despite its significance, education faces several challenges in the modern era. Illiteracy remains widespread in many developing nations, hindering socio-economic growth. The digital divide has further widened educational inequalities, as underprivileged communities often lack access to technology-based learning. Tackling these challenges is essential to ensure education is inclusive, equitable, and effective (Tilak, 2018)[5].

Finally, the role of education in nation-building is profound. A strong education system produces skilled professionals such as doctors, engineers, scientists, leaders, and teachers who drive societal progress. It also develops responsible citizens who uphold democracy, justice, and law. Education nurtures scientific thinking, rationality, and innovation, all of which are vital for economic and technological growth. Moreover, by reducing poverty, unemployment, and crime, education contributes to building a stable, progressive, and harmonious society.

STATEMENT OF THE PROBLEM:

India will be included to the list of developed countries in the future, and the country is now determined to do so in order to secure its place among the countries with the most global influence. Along with economic development and material wealth, a nation's social structure should be built to be harmonious, just, constitutionalist, and civilised. To manage and lead the many social organisations that make up India's contemporary and future society, there is a rising need for people who are very educated, talented, and effective. **"A Study of Spiritual Intelligence of Higher Secondary Teachers with respect to Psychological well being, Teacher effectiveness and Problem solving ability"**

INTRODUCTION TO VARIABLES:

DEFINITIONS

1. Spiritual Intelligence (SI)

Spiritual intelligence is the ability to apply spiritual insights and values in day-to-day life, helping individuals find meaning, purpose, and self-awareness. It extends beyond religious affiliation, focusing instead on universal principles such as empathy, integrity, peace, and inner awareness.

- Zohar and Marshall (2000) describe SI as "the intelligence with which we access our deepest meanings, values, purposes, and higher motivations."

2. Psychological Well-Being (PWB)

Psychological well-being is a multidimensional construct that reflects positive mental health and optimal functioning in personal and social life. It includes aspects like autonomy, self-acceptance, environmental mastery, purposeful living, personal growth, and healthy relationships.

- Ryff (1989) explains PWB as "a combination of positive affective states such as happiness and functioning with optimal effectiveness in individual and social life."

3. Teacher Effectiveness

Teacher effectiveness refers to a teacher's capability to achieve meaningful learning outcomes by combining subject knowledge, professional skills, classroom management, and positive student engagement.

- Effective teachers are those who demonstrate instructional competence, maintain orderly classrooms, and foster constructive relationships with learners.

4. Problem-Solving Ability

Problem-solving ability is the skill to recognize challenges, evaluate situations, explore possible solutions, and select the most appropriate course of action. It combines both cognitive and behavioral strategies to handle real-life difficulties.

- Heppner and Petersen (1982) define problem-solving ability as "a complex cognitive-behavioral process through which an individual attempts to identify or discover effective solutions for specific problems encountered in daily life."

IMPORTANCE OF THE STUDY:

Each variable—**spiritual intelligence, psychological well-being, teacher effectiveness, and problem-solving ability**—plays a critical role in shaping the professional and personal quality of higher secondary teachers. The complex interactions among these dimensions create a framework for holistic teacher development. Understanding these variables through empirical study can help policymakers, institutions, and educators build more resilient, empathetic, and effective teaching communities.

OBJECTIVES:

The study is designed with the following objectives:

1. To study the spiritual intelligence of male and female higher secondary teachers.
2. To study the psychological well-being of male and female higher secondary teachers.
3. To study the teacher effectiveness of male and female of higher secondary teachers.
4. To study the problem-solving ability of male and female higher secondary teachers.
5. To study the relationship between spiritual intelligence and psychological well-being of male higher secondary teachers.
6. To study the relationship between spiritual intelligence and psychological well-being of female higher secondary teachers.
7. To study the relationship between spiritual intelligence and teacher effectiveness of male higher secondary teachers.
8. To study the relationship between spiritual intelligence and teacher effectiveness of female higher secondary teachers.

9. To study the relationship between spiritual intelligence and problem-solving ability of male higher secondary teachers.
10. To study the relationship between spiritual intelligence and problem-solving ability of female higher secondary teachers.

Hypotheses of the Study:

Null Hypotheses:

1. There is no significant difference in spiritual intelligence between male and female higher secondary teachers.
2. There is no significant difference in psychological well-being between male and female higher secondary teachers.
3. There is no significant difference in teacher effectiveness between male and female higher secondary teachers.
4. There is no significant difference in problem-solving ability between male and female higher secondary teachers.
5. There is no significant relationship between spiritual intelligence and psychological well-being of male higher secondary teachers.
6. There is no significant relationship between spiritual intelligence and psychological well-being of female higher secondary teachers.
7. There is no significant relationship between spiritual intelligence and teacher effectiveness of male higher secondary teachers.
8. There is no significant relationship between spiritual intelligence and teacher effectiveness of female higher secondary teachers.
9. There is no significant relationship between spiritual intelligence and problem-solving ability in male higher secondary teachers.
10. There is no significant relationship between spiritual intelligence and problem-solving ability of female higher secondary teachers.

Significance of the Study

This research holds value for various stakeholders within the education system. For policymakers and academic planners, the outcomes may guide the design of teacher training initiatives that address both spiritual and emotional growth. School administrators can use the findings to strengthen teacher support structures and enhance workplace environments. For educators, the study emphasizes the role of inner development alongside professional expertise, encouraging reflection on psychological well-being, decision-making skills, and ethical values. Ultimately, the study seeks to promote the development of balanced, self-aware, and effective teachers who can nurture the next generation with empathy and clarity.

Review of Related Literature:

A systematic review of related literature is vital in establishing both the theoretical framework and empirical foundation of a research study. It clarifies existing knowledge, highlights research gaps, and sharpens the focus of research questions. The present investigation revolves around four main variables: Spiritual Intelligence, Psychological Well-being, Teacher Effectiveness, and Problem-Solving Ability. This section summarizes national and international studies pertaining to these variables, presenting findings and references to strengthen the academic foundation of the work.

Spiritual Intelligence: Teachers with higher levels of spiritual intelligence (SI) demonstrated stronger ethical decision-making abilities in classroom contexts. SI fosters self-awareness, empathy, and value-based reasoning, enabling teachers to manage issues such as conflicts, fair evaluations, and discipline with greater thoughtfulness and integrity rather than impulsiveness. In this sense, SI serves as a moral compass that enhances professional responsibility.

Their study found a positive relationship between SI and teacher leadership. Educators with elevated SI not only guided learners effectively but also promoted mutual respect, collaboration, and emotional harmony in the classroom. By relying on trust, compassion, and understanding, they created a constructive environment that supported discipline and collective development.

Rani & Mehta (2017)[17] – The researchers identified SI as a significant factor in reducing stress among teachers. Those with higher SI approached challenges such as heavy workloads, student misbehavior, or administrative demands with patience and resilience. Their ability to reinterpret stress as a learning opportunity, combined with optimism and calmness, allowed them to sustain both their effectiveness and personal well-being.

Iqbal (2020, Pakistan)[10] – Findings revealed that SI contributed to lowering anxiety and boosting morale among teachers. Educators with higher SI reported inner peace, faith, and a sense of purpose, which helped them manage pressure effectively. This positive mindset enhanced their enthusiasm, motivation, and professional effectiveness in challenging educational environments.

A study conducted in the U.S. demonstrated that structured SI training significantly improved school leadership. When educators received training in areas such as compassion, self-awareness, and values-based decision-making, their leadership skills improved. They became better at managing conflicts, inspiring colleagues, and building inclusive school cultures. This suggests that SI can be developed through deliberate training and is not limited to innate traits.

Psychological Well-being

Jain & Reddy (2020)[11] – Their research showed that emotion regulation plays a central role in teachers' psychological well-being. Teachers who successfully managed emotions like frustration, anger, or anxiety maintained greater balance in their lives and established healthier relationships with students and peers.

Mishra (2019)[14] – The study indicated that psychologically well teachers reported higher levels of job satisfaction. These teachers were more committed to their profession, felt greater fulfillment, and displayed resilience against institutional challenges. Psychological well-being enabled them to view teaching as a meaningful and rewarding career.

Rani & Sharma (2018)[18] – Teachers with greater psychological well-being were found to engage students more positively. Their enthusiasm, patience, and constructive attitudes

encouraged active student participation. This created a supportive classroom climate where learning thrived.

Huppert (2009, UK)[9] – The study highlighted the role of well-being in fostering resilience and effective learning. Teachers and students with higher well-being coped better with stress, adapted to challenges, and recovered from setbacks more efficiently. Such qualities not only reduce vulnerability to burnout but also enhance concentration, creativity, and motivation—key ingredients for long-term success in education.

Suldo et al. (2006, USA) [19] – Research in the U.S. found that teachers' psychological well-being was a predictor of classroom management skills. Teachers in good mental health demonstrated stability, patience, and confidence, which allowed them to enforce discipline fairly and consistently. Conversely, those with poor well-being struggled with classroom control, often responding reactively. The findings stress the importance of nurturing teacher well-being as a foundation for effective instruction and student success.

Teacher Effectiveness

Teachers with stronger emotional intelligence demonstrated higher levels of instructional effectiveness. Their ability to recognize personal emotions and respond empathetically to students allowed them to adjust teaching strategies in ways that better engaged learners. Emotional intelligence also supported positive classroom interactions, sustained enthusiasm, and constructive handling of challenges, ultimately improving communication, clarity of instruction, and student learning outcomes.

Coe and colleagues (2014)[7], in the United Kingdom, conducted an influential review that identified six dimensions of effective teaching: subject expertise, quality of instruction, classroom climate, classroom management, teacher beliefs, and professional practices. Their findings suggest that excellent teachers not only master subject matter and explain concepts clearly but also establish supportive relationships, maintain discipline, and hold high expectations. Furthermore, their commitment to continuous reflection and professional growth

ensures sustained teaching effectiveness. This framework has become a widely cited benchmark for evaluating teaching quality.

Problem-Solving Ability

Mishra S (2021)[15] noted that integrating real-life case studies into teaching enhanced learners' decision-making and problem-solving skills. By analyzing authentic situations, students were encouraged to think critically, compare alternatives, and consider consequences, bridging the gap between theoretical knowledge and practical application. For educators, such methods promoted active engagement and prepared students to make informed choices in real-world contexts.

Patel and Rani (2020)[16] found that creativity played a central role in teachers' ability to handle behavioral challenges. Teachers who applied innovative methods such as storytelling, activity-based learning, or humor were more effective in redirecting disruptive behavior. Their flexible and imaginative approaches not only reduced conflict but also fostered a more positive and supportive classroom environment.

Kumar and Sinha (2019)[13] argued that teachers with strong analytical skills were particularly effective in resolving conflicts. By systematically assessing issues, identifying underlying causes, and weighing different perspectives, these teachers were able to design fair and unbiased solutions. This logical approach minimized escalation and reinforced a sense of trust and cooperation in the classroom.

Jonassen (2000)[12], in the United States, emphasized that "ill-structured problems" mirror real-life classroom challenges more accurately than simple, well-defined tasks. Since classroom situations often involve uncertainty and diverse student needs, engaging with complex, open-ended problems helps educators develop higher-order thinking, adaptability, and reflective practice. This strengthens teachers' ability to navigate the dynamic realities of school environments.

Funke (2010)[8], in Germany, demonstrated a strong link between complex problem-solving (CPS) skills and academic success. Unlike straightforward exercises, CPS requires integrating multiple forms of knowledge, adapting strategies, and managing shifting variables. The study

showed that students with strong CPS skills performed better academically across disciplines. For teachers, this highlights the importance of incorporating challenging and open-ended activities that encourage critical reasoning, flexibility, and transferable problem-solving abilities

Methodology of Research

Introduction to Research Design : Research designs are typically classified into several major types based on the nature and purpose of the study. The most common categories include **exploratory**, **descriptive**, and **experimental** research designs:

1. **Exploratory Research Design**: This type is used when the problem is not clearly defined or understood. It helps researchers gain insight and familiarity with a subject. Exploratory studies are often qualitative and use methods such as interviews, focus groups, or literature reviews.
2. **Descriptive Research Design**: As the name suggests, this design is used to describe characteristics of a population or phenomenon. It answers the "what," "when," "where," and "how" of a research problem but not the "why." Common tools used in descriptive research include surveys, observations, and case studies.
3. **Experimental Research Design**: This is used to determine causal relationships between variables. It involves manipulation of one variable (independent) to see its effect on another (dependent), often in a controlled environment. Experimental research is mostly quantitative and follows strict procedures to reduce bias and increase reliability.
4. This study used a **descriptive survey design** to examine the relationship between spiritual intelligence and variables such as psychological well-being, teacher effectiveness, and problem-solving ability among higher secondary school teachers.

Sample and Sampling Technique:

The sample consisted of **500 teachers**, selected through a **stratified random sampling technique** to ensure representation across gender, school type (government and private), and geographical location.

- **Gender Distribution:** 250 male and 250 female teachers
- **Geographical Coverage:** The study was conducted across **five districts**: North Delhi, South Delhi, East Delhi, West Delhi, and Central Delhi districts.
- **School Selection:** From each district, **5 schools** were selected (a total of **25 schools**).
    - **Government Schools:** 3from each district
    - **Private Schools:** 2 from each district
- **Teacher Distribution:** From each selected school, **20 teachers** were chosen, making **100 teachers per district** (totaling 500).
    - **Government Schools:** 3 schools × 10 teachers × 5 districts = 150 teachers
    - **Private Schools:** 2 schools × 10 teachers × 5 districts = 100 teachers
    - C

District	**No. of Schools**	**Teachers per School**	**Total Teachers**
North Delhi	5	20	100
East Delhi	5	20	100
West Delhi	5	20	100
South Delhi	5	20	100
Central Delhi	5	20	100
TOTAL	**25**		**500**

250 teachers from government schools and 250 from private schools

Tools Used:

1. **Spiritual Intelligence Measurement Scale**
   Developed by **Dr. Pranjal**, this tool measures the level of spiritual intelligence among teachers, including dimensions such as self-awareness, compassion, and inner peace.
2. **Teaching Effectiveness Scale**
   Created by **Dr. Subhash Sarkar and Abhijit Deb**, this scale evaluates the overall

effectiveness of a teacher in terms of instructional delivery, classroom management, and student engagement.

3. **Psychological Well-being Scale**
   Designed by **Dr. Devendra Singh Sisodia and Ms. Pooja Choudhary**, this tool measures key components of psychological well-being such as autonomy, environmental mastery, personal growth, and positive relations.
4. **Problem Solving Ability Test**
   Developed by **Prof. L. N. Dubey**, this test assesses a teacher's ability to identify, analyze, and resolve problems effectively in classroom and school settings.

All tools are standardized and have been tested for validity and reliability.

Statistical Techniques Used

- Mean
- Standard Deviation
- t-test
- Pearson's Correlation

Delimitation

The scope of this research has been deliberately defined to maintain clarity and focus. The delimitations are as follows:

1. **Geographical Scope** – The study is confined to higher secondary school teachers within a selected region. It does not attempt to represent teachers from primary, tertiary, or vocational institutions, nor from other regions with different socio-cultural conditions.
2. **Participants** – Only teachers were included as respondents. The views of students, parents, administrators, and policymakers, though valuable, fall outside the scope of this investigation.
3. **Variables** – The study is limited to four key constructs: Spiritual Intelligence, Psychological Well-being, Teacher Effectiveness, and Problem-Solving Ability. Other potential factors influencing teaching, such as socio-economic status, institutional resources, or cultural influences, were not examined.

4. **Research Approach** – A descriptive and correlational design was adopted. The study explores relationships among variables but does not claim to establish causation.
5. **Time Frame** – Data collection was restricted to a single academic year. Longitudinal changes due to evolving policies, reforms, or socio-cultural shifts were not considered.

Conclusion

The present study set out to examine the relationship between Spiritual Intelligence, Psychological Well-being, Teacher Effectiveness, and Problem-Solving Ability among higher secondary teachers. The findings highlight that teaching is not merely a professional role, but a holistic endeavor that draws upon inner values, emotional balance, and reflective decision-making. Teachers who cultivate spiritual intelligence demonstrate ethical responsibility, empathy, and resilience. Psychological well-being, in turn, sustains motivation, strengthens classroom engagement, and prevents burnout. Together, these inner resources enhance both teacher effectiveness and the ability to resolve challenges thoughtfully.

By framing teaching as both a professional and personal journey, this research underscores the need for educational institutions to nurture the inner development of educators alongside skill-based training. While the study was bounded by specific delimitations, its insights emphasize the importance of creating support systems that recognize teachers as whole individuals. Ultimately, balanced, self-aware, and effective teachers are better equipped to guide the next generation with clarity, empathy, and integrity.

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